

A Report:

Orientation & Mobility Training Program
Division of Special Education
California State University, Los Angeles
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I N S T I T U T E

for

P E R I P A T O L O G I S T s

and

O R I E N T A T I O N & M O B I L I T Y
S P E C I A L I S T s

Manger Hamilton Hotel
Washington, D.C.

April 27-28, 1964

Boston College
Chestnut Hill 67
Massachusetts

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HOUSE FOR THE BLIND**

P R E F A C E

This is a summary of the discussions of the general assemblies of an institute for college trained teachers of orientation and mobility to the blind held in Washington, D.C. April 27, and 28, 1964 under the sponsorship of the Vocational Rehabilitation Administration. The institute was organized and supervised by the Peripatology Program at Boston College and the Center for Orientation and Mobility at Western Michigan University. The purpose of the institute was to permit members of this new field to exchange ideas and to discuss problems which they encountered during their relatively short tenure of employment. In addition it was to provide them an opportunity to exchange ideas with certain supervisors, administrators, and college instructors who were invited to act as consultants.

Invited to participate in this institute were the graduates of the two university programs training these specialists. These were graduates who had had about one year or more of experience. Also invited were several teachers of orientation and mobility who are not graduates of a college program. Acting as consultants were the mobility instructors at the two universities plus several members of the mobility staff at the Hines Veterans Administration Hospital, as well as a number of supervisors and administrators from agencies concerned with teaching orientation and mobility. As those in the latter group had to be limited in number a representative sample was selected. Representatives from the Washington offices of the Vocational Rehabilitation Administration and Veterans Administration served as consultants during the institute as well as during the initial planning sessions. The Washington staff of the American Association of Workers for the Blind also assisted by taking care of those physical facilities so necessary for a meeting of this type. The institute was directed by the coordinators of the two university programs.

For the first day the participants were divided into three categories- 1) practitioners 2) instructors and 3) administrators. The group of practitioners was divided into five sections according to the types of employment and/or interest of the individual.

The grouping changed for the second day; the administrators joined the various sections of practitioners. The procedure followed were the same as those of the proceeding day with reports presented to the general assembly and discussions held under the direction of Mr. Harshbarger. At no time did the program coordinators enter the discussions.

As may be noted in the program, greetings were presented by Miss Margaret Ryan, Assistant Chief, Division of Training, Vocational Rehabilitation Administration, Washington, D.C. An outstanding speaker was presented at the end of each general session.

This summary cannot present the dynamics and impact felt by those who participated. In addition it may appear to present little information to those who were not in attendance. But to those who were it is hoped that it does include enough of the discussions to keep the flame of interest kindled and to remind us all of the many problems considered and of some of the expressed hopes for the future.

The directors of the institute want to thank all who helped to make this program worthwhile. This includes the consultants who gave their time without financial compensation and the practitioners who revealed that they are indeed interested in their chosen field and will work hard to make it a well respected one. A special note of thanks is due to the Vocational Rehabilitation Administration personnel who, because of their confidence in the graduates and the universities, encouraged and provided the means for the establishment of this institute.

P R O G R A M

Monday, April 27, 1964

Morning

9:00 - 9:30

Greetings

Miss Margaret Ryan, Assistant Chief
Division of Training
Vocational Rehabilitation Administration
Washington, D.C.

The Charge

John R. Eichorn, Coordinator
Peripatology, Boston College

Donald Blasch, Director
Center for Orientation and Mobility
Western Michigan University
Kalamazoo, Michigan

9:30 - 11:45

Group Meetings - (according to separate instructions)

I Organization Responsibilities for Practitioners

Relationship of practitioners:

- 1) to other staff members
- 2) to clients' families
- 3) to the community

II Administration and Supervision of Practitioners

Staff relationship, professional attitudes,
and responsibilities, supervisory problems,
assignments, etc.

III Instruction of Practitioners

Terminology, techniques and programming,
relationship to sighted people, etc.

Afternoon

1:30 - 3:00

General Meeting for all Institute Members

- I Report of Practitioners
- II Report of Administrators
- III General Discussion

3:00 - 3:15

Coffee

3:15 - 4:00

Problems of New Disciplines

Ethics, restrictions, and growth
Russell C. Williams, Chief
Blind Rehabilitation Section
Veterans Administration, Washington, D.C.

GROUP INSTRUCTION

Monday, April 27, 1964

Group I
Practitioners
Lewis Kramer *
Roy Brothers
Robert Hughes #
George Benefield
Katherine Reilly **

Group II
Practitioners
Thomas Murphy *
Paul Sheehan
Mary Hines #
Robert Gockman
Ralph Orcutt **

Group III
Practitioners
Robert Eisenberg **
George Numsen
Robert Lessne
William Walkowiak
Patrick Roche
Martha Ball
William Goodman *
Una Sain #
Michael Schelb

Group IV
Practitioners
Tony Talarico
Rod Kossick **
William Keating *
Preston Royster
Robert Cholette #
Robert Jenkins

Group V
Administrators and/
or Supervisors
Harold Richterman
Josephine Taylor
Valerie Brakel
V.S. Harshbarger
I.N. Miller
Douglas Inkster
Group members choose chairman,
recorder, and discussant leader

Group VI
Instructors
Stanly Suterko
Larry Blaha
Robert Smith
Lloyd Widerberg
James Doyle
Frederick Silver
John Malmazian
Richard Bugielski
Group members choose chairman,
recorder, and discussant leader

* Chairman
** Discussant Leader
Recorder

REPORT OF PRACTITIONERS

Introduction

As the "charge" helped to set the stage for all groups, the discussion of each appeared to center about the topics suggested in the program. In general the various groups presented similar findings. The concern they expressed regarding their relationship with administrators, their duties, etc. seemed to be much the same, regardless of the type of place of their employment. However, as there are many facets to the problems they discussed, the various groups appeared to differ in regard to the emphasis which they placed on particular aspects.

A Report of group I (Residential schools)

Administrators of schools for the blind must learn to appreciate the value and need for mobility training for children. These administrators must become cognizant of the aims of mobility programs and the gains which children can derive from participating in these programs.

PTAs at residential schools must be informed also as to the value and need for teaching mobility and orientation skills to children who are blind. The residential school has the responsibility of continually emphasizing to the parents that this is an important part of the blind child's education. The schools have an additional responsibility of informing parents that such instruction is available.

More information should be provided to the general public regarding the blind and in particular concerning the problem of teaching the blind independent travel skills. Also the general public should have some knowledge regarding the definition of blindness. By this it was meant that the general public should appreciate who the blind are in terms of their attributes as well as their lacks. People should appreciate that the concept of blindness which they may have acquired through seeing the blind beggar on the street is not a true picture. If the general public had a chance to see those blind who have acquired good orientation and mobility skills, this concept might change.

B Report of group II (Day schools)

There should be far greater communication than currently exists between practitioners and school administration as well as between other staff members and the practitioners. If the practitioners received more information regarding other disciplines during their formal education, greater communication would be possible. This lack of communication sometimes results in the duplication of services. Also at times it results in a client not receiving certain services, because a practitioner due to his lack of knowledge did not know that another staff member affords such a service. This raised the question as to what were the specific

duties of the various disciplines working with the blind and wherein do they overlap. Some practitioners do not provide particular services because they are afraid of crossing lines and doing work in a field where others are better trained. Workshops among school and agency personnel would help to inform the various participants as to the duties of their co-workers. However, some institute members believe that workshops are often overdone and therefore such methods as seminars, group discussions, etc. should be utilized.

The first duty of mobility specialists is to teach orientation and mobility. Administrators and co-workers should appreciate this and not expect practitioners to delve into areas in which they have not been trained. On the other hand orientation and mobility specialists should not only know their strengths but also their limitations. Therefore they should know when and how to refer clients for needed services to those better equipped to handle such problems. The willingness of mobility instructors to recognize their own duties as well as those of their colleagues will help them to relate better with their co-workers.

Also emphasized was the need of helping to inform the general public of blindness. Suggested ideas were the use of television and news releases for this purpose. Also recommended were films that tell the story of blindness which could be produced with the help of workers in the field. In order to help, mobility instructors should speak before professional groups, PTAs and other organizations. The blind should recognize that they play a role in the education of the general public. They should appreciate that presenting themselves in such a fashion that the old image of the blind beggar in the street will be destroyed.

C Report of group III (Agencies)

This group believes that instructors of orientation and mobility have accepted positions without a clear understanding of the philosophies of the administrators in regard to the value and need of teaching orientation and mobility skills. As a result often considerable effort had to be expended in order to change the rather negative philosophies held by some administrators. The mobility personnel often had to apply diplomatic pressure in order to bring about the change in the philosophies of these administrators. They urged the structuring of a program of education which would help administrators to recognize the value and need of teaching these particular skills.

It is necessary to have good relationships among the various disciplines working with the blind. Without good harmony practitioners cannot obtain the necessary information about their clients which would help them to establish rapport so vital in this work. In addition to good rapport with fellow workers in the same agency, practitioners should also appreciate the value of utilizing the various community services which can be of help to persons who are blind.

In order to bridge the gap between administrators and practitioners

more programs such as those sponsored by the Vocational Rehabilitation Administration should be encouraged. Seminars can be conducted using consultants from the two universities as well as the consultants from the Vocational Rehabilitation Administration.

D Report of group IV (Rehabilitation centers)

Practitioners should provide administrators and co-workers with some orientation to the work which they perform. In addition families of blind clients should be provided information regarding the value and need of instruction in orientation and mobility. Families must learn the role which they must play if they are to help their blind members. This information can be given in many ways. One good way is through demonstration by clients who have completed a course of instruction. Similar educational programs are necessary for the general public in order that they might appreciate that the blind consist of many types of people and not only of those we might meet on the streets begging.

Although practitioners probably should have supervision they should nevertheless have the freedom to arrange their own work and to determine the case load which they can handle. Any general statement regarding case loads may not fit specific situations. Case loads will vary according to the types of clients, travel necessity, the weather, etc.

The training of practitioners should include many supervised experiences. The agenda for their experiences should include experiences in a variety of settings. Everyone should have some supervision. In some cases this may involve state supervisors as well as local agency personnel. Included in the training of practitioners should be more complete information regarding the functions of these state agencies and the duties of their personnel.

In discussing the duties of the practitioner it was pointed out that those which the practitioner does other than those specifically in the area of mobility should be related to mobility.

This group urged the study of the problem of terminology designating persons teaching orientation and mobility. They recommended that the problem of the two terms "peripatologist" and "orientation and mobility specialist" be resolved.

Careful consideration should be given to the planning of a program that would utilize good teaching principles.

E Report of administrators and/or supervisors

This newly established field represented by the graduates at this meeting is stimulating interest and activity in institutions and agencies concerned with the welfare of the blind. Administrators of these services as well as parents are becoming concerned with the challenge of meeting the orientation and mobility needs for the blind.

The reaction of members of this group were based on the impact of graduates as noted from feed-back from a number of administrators and supervisors concerned with the welfare of the blind in addition to those who were present at this meeting. The following are generalizations resulting from these reactions.

Many practitioners tend to impose their philosophy and ideas rather than sell their services and techniques. Also many graduates have a tendency to assume they have greater competence in related disciplines than what their training provides. Some are rigid and have difficulty adapting their knowledges to the realities and demands of the situations in which they work. Many seem to have difficulty fitting in their orientation and mobility skills to the total needs of the clients. However, in most all cases it was believed that the graduates are very competent in their ability to teach the skills of travel.

When graduates accept positions they must expect to fit into the administrative setting and adopt the agency goals. They must learn to plan their services to complement existing services in order that the agency may provide the client with optimum assistance.

Graduates probably should have more training or other exposure to related areas such as social work, counseling, and home teaching. The chief purpose of this is to enable the practitioner to recognize the needs of clients and to appreciate the fact that certain services are in the realm of other more aptly trained disciplines. Field experiences should be broadened to include congenitally blinded children and adults, aged blind and multi impaired blind.

This group questioned the wisdom of practitioners and others being reluctant to develop literature in the field solely on the basis that such material might be misapplied and/or misinterpreted. From this fundamental type of information parents, teachers, and others can be informed as to what mobility instructors are doing. Such information can help also in the supervision and evaluation of mobility instructors.

There should be a re-definition of what is one to one teaching. Some orientation and other initial experiences can be provided in a group setting.

Supervisors of mobility instructors do not necessarily have to be trained in mobility. Also it is permissible for home teachers, special school teachers and counselors under certain conditions to provide segmented orientation and mobility instruction.

Administrators are interested in the future of the practitioner and his place in the organization. Thus, the practitioner should consider the total picture and his opportunities in the agency where he works. Although the first graduates from the university programs were those from the Boston College of 1961, formalized orientation and mobility training has been in existence since 1942.

General Discussion

Initially the discussion centered around objections to various statements made in the reports. The first such objection was the use of the word "must". The reports had suggested that the administrators must recognize the need and value of orientation and mobility instructors, especially those with adequate college training. In response to this type of statement a number of the participants felt that the very fact administrators were willing to hire this type of personnel in their schools and agencies as well as the fact they were definitely seeking people with adequate training indicated that they were quite cognizant of the value and need of the orientation and mobility specialists.

In the discussion it was pointed out that although the practitioners present receive very adequate training they must learn to recognize that mobility and orientation has been taught since 1944 and not since 1960 (when the program at Boston College was conceived). It is necessary for the graduates to recognize personnel who have been working in this field for many years. However, the emphasis should not be on the recognition or the lack of recognition of others in the field but rather on the fact that the blind are to receive all the benefits which can be derived from adequate teaching of orientation and mobility. The stress should be on passing along as many skills as possible to the blind clients.

The general consensus of opinion seemed to be that there will always be some differences of opinion between administrators and practitioners but concern for these problems does not necessarily indicate the need for attempting to place blame for these conditions. Evidently the human factors enter into all phases of human endeavor including those whose type of work is that which is concerned with the welfare of others. It was suggested that graduates should recognize that such problems can be resolved only when all concerned show the adequate respect, tact and diplomacy needed to achieve understanding. All workers in the field have a responsibility and this includes administrators and practitioners.

There seemed to be a feeling that whatever problems may exist at present, the work of teaching orientation and mobility to the blind is gradually but surely improving.

One question which was raised during the discussion centered around the value of teaching orientation and mobility skills to the mentally retarded. A number of graduates have already had the responsibility of teaching clients so classified. There has been no scientific research in this area and so it is difficult to draw any conclusions as to the results obtained. However, it appeared that the practitioners approved of the idea of accepting mentally retarded clients.

A few comments were made regarding the value of formalizing instruction procedures as used by practitioners. There was also some concern expressed regarding the problem of getting adequate canes as well as the fact that practitioners were not kept informed as to any developments made in improving this tool.

Additional comments made regarding the understanding of the duties, responsibilities and work done by the orientation and mobility teacher brought forth the idea that it might be feasible to plan a workshop in the area of orientation and mobility for supervisors and administrators who are concerned with personnel teaching orientation and mobility skills. It was recognized that in addition to supervisors and administrators, parents and the general public should have some understanding of the role played by teachers of orientation and mobility to the blind.

Problems of New Disciplines,
Russell C. Williams

It is difficult to really suggest any new thoughts and ideas regarding problems that occur when a new discipline begins its growth. Every new discipline has gone through various growth stages and has suffered growing pains. The work of Francis Campbell in various aspects in the work for the blind emphasizes this. We seem to go from the dark ages toward the bright new future. In the field of orientation and mobility there has been considerable growth since its conception in 1944. At that time, when Hoover and his associates began to evolve an adequate system of travel instruction for the blind, it was difficult for those of us involved to foresee the progress and the achievements which have been accomplished to date. The progress has been the result of a great deal of hard work. There is no substitute for hard work. Without constant effort and attempting to improve mobility we could have been back in the dark ages, as far as travel skills are concerned.

Like any new discipline many changes had to occur in content, methods and in techniques. For both the client and the practitioner they had to be improved. One growth has been in the area of services. Although initially the program was established to serve blind soldiers, it now provides for children as well. Although there are not studies to suggest when children should be provided with such training it should not wait until they graduated from school. They certainly need to be provided with orientation and mobility skills earlier. One problem has been that as the services for the individual have broadened, the practitioner has had to find the time to provide services for all.

Another problem members of a new discipline have is the need for communication among its members. There must be some way for the members to share what they have learned through their experiences or in some cases through research. Also, this sharing permits a continuous opportunity for

interpreting objectives and noting the therapeutic values of programs. Again, I have to stress the fact that among the blind people during World War II there were many who believed that the blind could not accomplish what many are now accomplishing as a result of their lessons in orientation and mobility. This, of course, has been accomplished because of the constant good work by skilled personnel. People who are taught by instructors with inadequate training may be tempted to quit. Also the person with inadequate training is apt to leave out important phases. Early in the development of the program there was considerable resistance by some toward this type of instruction. However, since 1952 there has been gradual diminishing of such resistance. Although some resistance still exists, we find today that the peripatologist and the orientation and mobility specialist is much better received.

Program, continued

Tuesday, April 28, 1964

Morning

9:00 - 10:30 Group Meetings (according to separate instructions)

- I Duties of Practitioners
 Service rendered, heterogeneity of
 assignments, case load, travel problems,
 securing and selecting clients, other topics
 selected by the group

10:30 - 10:45 Coffee

10:45 - 11:45 Review of Professional Preparation
 Course work, supervisory experiences, etc.

Afternoon

1:30 - 3:00 General Assembly

- I Group reports on duties of practitioners
- II Group reports on professional preparation
- III Reports by instructors regarding techniques, etc.

3:00 - 3:15 Coffee

3:15 - 4:00 Recent Developments in the Field
 Louis H. Rives, Jr. Chief
 Division of Services to the Blind
 Vocational Rehabilitation Administration
 Washington, D.C.

GROUP INSTRUCTION

Tuesday, April 28, 1964

Group I

V.S. Harshbarger
Stanly Suterko
Robert Smith
Lewis Kramer *
Roy Brothers
Robert Hughes #
George Benefield
Katherine Reilly **

Group II

Josephine Taylor
James Doyle
Larry Blaha
Thomas Murhpy *
Paul Sheehan
Mary Hines #
Robert Gockman
Ralph Orcutt **

Group III

Harold Richterman
Douglas Inkster
Frederick Silver
Richard Bugielski
Lloyd Widerberg
Robert Eisenberg **
George Numsen
Robert Lessne
William Walkowiak
Patrick Roche
Martha Ball
William Goodman *
Una Sain #
Michael Schelb

Group IV

Valerie Brakel
I.N. Miller
John Malmazian
Tony Talarico
Rod Kossick **
William Keating *
Eula Eikerenkoetter
Robert Cholette #
Robert Jenkins
Preston Royster

* Chairman

** Discussant Leader

Recorder

A Report of group I

There should be some discussion between administrators and practitioners regarding curriculum content and pupil load. This discussion should be held when the practitioners begin their employment. It should be recognized that there has to be a great deal of flexibility in curriculum content and pupil load. Both the administrators and the practitioners must appreciate that there are special circumstances which help to dictate curriculum content and case load.

Practitioners employed in a residential school should have a free period each day in order to consider the multiple details involved in planning programs for students, preparing materials to present to teachers, etc.

Good records should be kept on all students. These records should include a periodical evaluation of pupils' progress, attitudes, etc. In order to help to interpret the mobility program to administrators and others, practitioners should endeavor to share their knowledges through the literature. These writings should incorporate more than just a few bits of isolated experiences.

In training for this field students should be exposed to more work with the congenitally blind. This should be through observation, readings, and discussions. Although working and teaching with the congenitally blind is basically the same, the approaches often have to be quite different due to the differences in the knowledges of the subjects. The congenitally blind lack many of the experiences and knowledges gained through vision.

There should be more consideration given to the multi handicapped. This includes those who have physical and/or mental handicaps in addition to their blindness. Also the university programs should include course work involving a study of the human anatomy and kinesthesia.

It is appreciated that too little knowledge in these areas may be worse than no knowledge. However, enough information should be given in order that the practitioners can recognize problems when they exist and perhaps be able to make the appropriate referrals.

B Report of group II

Practitioners in the day school setting should review and evaluate the case histories of all pupils with whom they plan to work. After determining those pupils with whom they are going to work they should plan a schedule. They should discuss the planned program with their immediate supervisor. A structuring of individual lessons is, however, solely the responsibility of the practitioners.

Practitioners should keep complete records indicating the progress of each pupil. These reports should reveal that the emphasis has been placed on the special needs of the individual.

Case loads for practitioners can be agreed upon when the administrators and the practitioner understand the circumstances. However, the administrators must trust the specialist in helping to decide the types of duties and the amount of work which can be handled. They can indicate the number of people that can be served according to the type and frequency of instruction. Outside pressures should not force the administrator to change the agreed-upon case load and type of individual to be served.

The effective use of the blindfold can be heightened through the sensory experiences of some of the blind with some degree of visual perception. For some clients it is best to leave the blindfold on during initial training and to remove it at a later time. It was recommended that better preparation for working in this new field should provide a better knowledge of the functions of vision and hearing. Some knowledge of braille would be of value. There should be some agreement as to the types of geographical areas which should be included in the supervised experiences of mobility students. Specific training should involve work with children. This should include observations and knowledges that will permit the practitioner to realize the lack of understanding of abstractions which most blind children have.

More communication is needed among disciplines working with the blind. A superficial knowledge regarding the operations of other agencies does not help too much. However, a deeper understanding will help the practitioner to appreciate what referrals can be made. This type of information should be given to the students during their initial training at the universities.

It is recommended that the universities provide more information about optical aids than that that the graduates received during their training.

C Report of group III

The universities should provide the type of training which will produce the ultimate in terms of quality. The training should include some introduction to the work of related disciplines such as community workers, home economics, home teachers, etc.

Some felt that for the most part there should be one to one teaching relationship. Although practitioners should be working toward the goal of teaching one client at a time, there are some circumstances in which it is possible to work with more than one client at the same time.

In selecting clients, some agencies rely on the practitioner but some of the screening procedures will have been accomplished before he is

requested to make the final analysis. Selection of clients should not be based on the fact that the individual does not have multiple handicaps. Rather all who can benefit should receive the advantages of being taught mobility and orientation.

This group recommended also workshops as a way for administrators, practitioners, and others to exchange ideas.

D Report of group IV

Although it is the duty of the practitioner to make the final selection of clients it is essential to have consultants who make the adequate and necessary referrals. It is advisable to have a one to one teaching relationship. This helps to determine the case load of individual practitioners. On this basis the probable case load of the individual practitioner is from three to four clients per day. It may be noted, however, that some time and money may be saved if the client is permitted to keep the cane with them during his period of instruction. He may then practice on his own. However, consideration must be given to the abilities of the clients. It is essential that clients do not spend endless hours practicing the wrong techniques.

It is essential that practitioners keep good case records from month to month. These should include day notes and a summary of the results at the end of the period of training.

There is still a lack of research in the area of orientation and mobility. It was emphasized that good research is needed and that the universities should be involved in research.

This group was pleased to learn that the universities were now providing some experiences with congenitally blind children. However, they feel that more emphasis should be placed on understanding the travel needs of the partially sighted. Also some consideration should be given to mobility training for those who live in rural areas.

Some felt that the orientation techniques taught should be expanded with perhaps a whole course given over this area. It was recognized that the B.C. graduates received considerable knowledge and understanding regarding diabetes. It was recommended that all workers in this field receive this type of information.

Report of group V (Instructors)

The instructors reported that there should be agreement on the terminology used in the field. It was suggested that in order to be able to communicate with others in the field it is necessary to use the same language. The two universities and Hines Hospital have lists of terms that are used. Although there may be considerable agreement these lists should be scrutinized and a meeting of the minds should result.

There should be agreement as to the techniques used by practitioners. Some agreement does come about as a result of similar training. However, it was stressed that there will be differences, particularly as graduates enter the field and discover techniques more suited to their special needs.

The curriculum, including placement for supervised training and academic work, at the two universities should be somewhat comparable. Differences will exist but the bases should be similar.

It was recommended that there should be some interfaculty exchange. Periodically the university personnel from Boston College should work at Western Michigan and vice versa. Also it was recommended that there should be another seminar next year.

General Discussion

The discussion opened with a consideration of the idea of leaving a cane with the clients between lessons in order that they might be able to practice on their own. Some practitioners approved but others felt that the clients were apt to practice poorly acquired skills in such a manner that it would lead to a strengthening of faulty and poor techniques rather than to an improvement. It was reported by some practitioners that they used such a procedure but that in one case where it was used the client not only failed to take advantage but was unable to locate the cane when his instructor arrived to give him instructions.

It was stated that one of the responsibilities of the practitioners should be a periodical followup of clients and that time should be allotted for this purpose. In some cases reinforcement of teaching was necessary and could be accomplished only through followup services.

Some questioned the idea of going back to visit a client who has completed his program to ask him to please use his cane. Others felt that although this would be desirable it was not always possible due to the lack of time available for this purpose as well as the lack of personnel at the various agencies. It was also mentioned by the advocates of the followup procedure that even some of those who were very keen on using the long cane might need some reassurance. How intensive any followup treatment might be depends upon the amount which the client appears to have slipped, if any. Those who strongly advocated the followup procedure emphasized the fact that you cannot totally rehabilitate a person as far as the mobility aspects are concerned through one course.

Clients taught in a rehabilitation center or in a residential school should have some orientation to their home community. This is particularly true for children attending residential schools. Thus, the practitioner, whenever feasible, should provide some lessons in the clients' home community. This may have to be done by seeking the assistance of a mobility person in the child's home area.

It was emphasized that those seeking an adequate evaluation of potential clients have many sources of help. However, it is necessary to have good agency - to - agency relationship in order to secure

such cooperative services. Consultation services can be sought sometimes through hospitals, physical therapy, occupational therapy, etc. Such consultation services are particularly valuable for children.

Several discussants reaffirmed the suggestion of some of their colleagues that the two training programs should include more information about the partially sighted. They urge the universities to include in their programs work with the partially sighted. They also agreed that the program should include information relative to optical aids and their uses.

Again it was emphasized that the student should have some understanding and training with the congenitally blind in addition to the adventitiously blind. It is difficult to put across abstract ideas to the congenitally blind because of their lack of concepts and lack of experience in the sighted world. Also, it is obvious if these concepts have been taught in a school setting. It is necessary for the practitioner to teach orientation with more depth to these children who have no visual reference in their concept formation. There is a greater difference between the congenitally blind and the adventitiously blinded in this area than perhaps in any other. It is interesting for the beginners to note that they can learn a great deal from congenitally blind children. This type of information is very valuable to instructors as they work with other children.

Concern was expressed because of the dearth of information relating to the teaching of orientation and mobility to blind children. There is also a need for more literature which provides information to parents of blind children. The information should help to instruct parents into providing types of experiences which will help to build basic concepts in their blind children.

It was suggested that at the present time little is being done in orientation and mobility below the 6th grade. Work should begin much sooner than that. The foundation for orientation and mobility must be laid early; some of this foundation must be laid before by the parents even previous to or during their pre-school years.

Recent Developments in the Field (A Summary)
Louis H. Rives

Despite present accomplishments, research which can help to locate substitutes for sight is still needed. To date the cane has proven to be a most effective substitute for sight in traveling. However, there is a need to continue the search for new and better aids in all areas where sight is of concern.

At the Massachusetts Institute of Technology there have been a number of projects aimed at devising new aids. Among those is the improvement of the cane and the invention and improvement of reading machines of various types. The latter is significant because it involves the very important challenge of getting more of the printed page to person who are blind. Special tapes and special scanning machines are in the process

of experimentation. One successful attempt is the I.B.M. machine which can reproduce braille at a very rapid pace. Dictionaries and other such reference materials can be reproduced with much less effort and concern. A dictionary of medical terms which would be of tremendous value to the medical secretary who is blind is now in the offering. Psychological measures not available before can now be reproduced. This will permit us to study more completely personality, attitudes, and other factors. Better studies of attitudes of the blind and the sighted toward blindness will be possible.

It is necessary to learn to use the new aids as well as to help in their creation. Vending stand operators is a case in point. The operators must learn to tend and maintain vending machines as more and more come into use. They need aids to help them in serving and maintaining these machines.

Aids have been devised to help teachers who are blind. This may be noted in the project with which you are well familiar where the blind are being taught Russian. Special aids can open many doors of employment for the blind. The value of such aids have been demonstrated by the Russian project and in other situations where those who are blind have been able to improve their employment.

A more detailed report ^{of} (to) the many research projects will be found in the article which Miss Switzer and Mr. Bledsoe are writing for the AAWB annual. I believe we can be very proud of the results of the many projects which we have sponsored.

